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ABSTRACT

This book compiles narratives by women professors of color who examine their classroom experiences in predominantly white U.S. campuses, focusing on the impact of their social positions upon their classroom practices and teaching-learning selves. The 19 papers are (1) "Introduction" (Lucila Vargas); (2) "Why Are We Still So Few and Why Has Our Progress Been So Slow?" (Lucila Vargas); (3) "My Classroom in Its Context: The Struggle for Multiculturalism" (Lucila Vargas); (4) "'Passing/Out' in the Classroom: Eradicating Binaries of Identity" (Giselle Liza Anatol); (5) "Reading the Body Indian: A Chicana Mestiza's Experience Teaching Literature" (Lisa D. Chavez); (6) "Useful Anger: Confrontation and Challenge in the Teaching of Gender, Race, and Violence" (Kimberly Nichele Brown); (7) "Negotiating the Minefield: Practicing Transformative Pedagogy as a Teacher of Color in a Classroom Climate of Suspicion" (Rashmi Luthra); (8) "Teaching with Differences and for Differences: Reflections of a Chinese American Teacher Educator" (Xue Lang Rong); (9) "A Foreign Woman Faculty's Multiple Whammies' (Cecilia G. Manrique); (10) "The Pacific Asianized Other: Teaching Unlearning among Midwestern Students" (Fay Yokomizo Akindes); (11) "Contradictions in the Classroom: Reflections of an Okanogan-Colville Professor" (Delores Black-Connor Cleary); (12) "Pushing Beyond the Stereotypes and Fostering Collaboration: One Sistuh's Approach to Teaching Media Production" (Zeinabu irene Davis); (13) "'Results Matter': When the Other Teacher Teaches English in the Bluegrass State" (Lou-Ann Crouther); (14) "Guess Who's Coming to Class: Teaching through the Politics of Race, Class, and Gender" (Anne B. Onyekwuluje); (15) "A U.S.-Born Latina Professor: Cultural Stranger in My Own Classroom" (Diana I. Rios); (16) "Yellow Lotus in White Lily Pond: An Asian American Woman Teaching in Utah" (Priti Kumar); (17) "Marginality as an Asset: Toward a Counter-Hegemonic Pedagogy for Diversity" (Ryuko Kubota); (18) "We Do Not Want You to Be Human, We Want You to Be Right: Dilemmas of Legitimacy in Environments of Privilege" (Fredi Avalos-C'deBaca); and (19) "Opening a Dialogue: From a White Student's Perspective" (Kristina Casto). (Chapters contain references.) (SM)

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